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We regard this book as thoroughly worth while. It is a dispassionate, objective, and uncompromising treatment of a most important subject. It is written in an attractive style. Droll humor lights up a page now and then, and in the treatment of the foibles of men and nations there is the trenchant irony that is characteristic of the style Veblenesque.

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Science and Learning in France. With a Survey of Opportunities for American Students in French Universities. Edited by JOHN H. WIGMORE. Chicago: A. C. McClurg & Co., 1917. Pp. xxxviii+454. \$1.50.

One of the beneficial results of this war is that we are getting better acquainted with our Allies, especially France, Russia, and Great Britain. France, as the homeland of sociology, is of especial interest to American students of the science, for it was French science which gave birth to sociology. The purpose of this volume is to put before the American public the contributions of France in all fields of scientific knowledge; and in addition to furnish to American university students all information bearing on graduate work in France.

Each chapter, therefore, sets forth briefly: (1) the notable achievements of French scholarship in that particular field during the past century; (2) the course of instruction given in that particular field, now or recently, in the universities of France, particularly at the University of Paris; (3) the facilities available for study and research, including libraries, laboratories, archives, museums, and special schools.

There is a brief introduction on "The Mind of France" by ex-President Eliot of Harvard. This is followed by a longer introduction by Professor George Ellery Hale on "The Intellectual Inspiration of Paris." Then, successively, the great fields of scientific study and research are surveyed in the manner described above, beginning with anthropology and archaeology and ending with sociology and zoölogy. There are several appendixes on educational advantages in France, the organization, degrees, and requirements of institutions of higher learning, and, finally, an appendix on practical suggestions.

Beside the different committees of American scholars who drafted the various chapters, the book is sponsored by nearly a thousand representative teachers in American universities. As a handbook for American students who contemplate study abroad the book will be indispensable.

One cannot help wishing that some similar book should also be prepared and published regarding the opportunities for American students in British universities. Our knowledge of foreign universities has been confined too exclusively to those of Germany.

It is to be regretted that certain little slips appear in the book, since its ultimate and cardinal mission, as stated in the Preface, is to pay just tribute to French learning. For example, on p. 100, Comte's name is given as Le Comte, and he is named as among the "graduates" of the Ecole Polytechnique, whereas he was expelled from that institution at the end of his second year for insubordination. But in a large, collaborated work such slips are probably unavoidable.

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Social Progress and the Darwinian Theory. By GEORGE NASMYTH.
New York and London: G. P. Putnam's Sons, 1916. Pp. xxiii
+417.

In the author's own words the object of this book is to make "available for English readers some of the important results of recent researches on the application of Darwin's theory of human society." Novikov's works, especially *La Critique du Darwinisme social* and *La Justice et l'expansion de la vie*, furnish the scientific basis for this study. The book starts with an Introduction by Norman Angell, and the subject-matter is then divided into three parts: (1) "The Philosophy of Force," (2) "Mutual Aid as a Factor in Social Progress," (3) "Justice as a Prime Social Need."

In Part I the author discusses at considerable length the causes of the development of "social Darwinism." He points out its fundamental errors and shows its futility in the solution of economic, social, and political problems. While the philosophy of force has its roots away back in the writings of Heraclitus and Ephesus, and while it gained dominance in the writings of Machiavelli, Bodin, and Hobbes, still it did not enjoy general scientific sanction until Darwin published his *Origin of Species*, in 1859. The subsequent misinterpretation of Darwin's theory of social progress and misapplication of his theory of biological evolution, by militarists, statesmen, and sociologists, accounts for most of the distress found in society today as well as for the backwardness of social science generally.

Part II is devoted to an interpretation of Darwin's true theories of human society and social progress as they are presented in chaps. iii,